

## Department of Career Education Career and Technical Education Division

### PROPOSAL FOR A CAREER AND TECHNICAL EDUCATION (CTE) NEW OR EXPANDED CAREER CLUSTER, CLUSTER PATHWAY, OR CTE COURSE IN SECONDARY SCHOOLS

Those preparing proposals should follow the guidelines carefully, being sure to address each required item completely and accurately. It is recommended that applicants contact the program manager for technical assistance in the development of the proposal.

Completed proposals must be submitted – postmarked and mailed – no later than October 1 of the school year prior to the school year in which the proposal is to be implemented. Please mail **two** copies to:

Sandra Porter, Deputy Director  
Career and Technical Education  
Arkansas Department of Workforce Education  
Three Capitol Mall, Room 401  
Little Rock, AR 72201  
Phone: (501) 682-1043

#### **OR**

Completed proposals can be emailed no later than **11:59 p.m. on October 1** of the school year **prior to** the school year in which the proposal is to be implemented. Please email proposals to:

[ace.special.projects@arkansas.gov](mailto:ace.special.projects@arkansas.gov)

**If the proposal is emailed, the proposal cover page and the statement of assurance page with original signatures must be postmarked and mailed no later than **October 1.****

ACE staff will review all proposals, and finalists will receive on-site visits.

**PROPOSAL FOR A CAREER AND TECHNICAL EDUCATION (CTE)  
NEW OR EXPANDED CAREER CLUSTER, CLUSTER PATHWAY,  
OR CTE COURSE IN SECONDARY SCHOOLS**

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SCHOOL DISTRICT	SECONDARY CENTER NAME (If applicable)
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SCHOOL NAME	LEA NUMBER (Must be 7 digits)	EDUCATIONAL COOP
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**FULL NAME OF SPECIFIC CAREER CLUSTER, CLUSTER PATHWAY, OR CTE COURSE**  
(e.g., Career Cluster: Information Technology; Cluster Pathway: Digital Communications; or Course)

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CAREER CLUSTER	CLUSTER PATHWAY/PROGRAM OF STUDY	CTE COURSE
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PROPOSED STARTING DATE (mm/dd/yy)	Grant Year
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Printed Name of Authorized Person*	Title of Authorized Person
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Signature of Authorized Person	Date Submitted (mm/dd/yy)
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Technology Coordinator

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Printed Name of Grant Writer	Phone #	E-mail Address
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**Please check all that apply to this proposal.**

New Proposal	Resubmission
Funding Requested	NO Funding Requested
New Career Pathway of Study	Program Realigned to Pathway
Expanded Program	Foundation or Support Course

Is school district in a secondary technical career center service area?       Yes       No

If Yes, waiver from center must be attached allowing school district to offer program of study which is also taught at the secondary technical career center.

(see STC policies at <http://ace.arkansas.gov/cte/secondaryAreaCareerCenters/Pages/PoliciesandProcedures61111.aspx>)

\*Must be district administrator (Building Principal, CTE Coordinator, Superintendent)

## New Program Application

The following New Program Application will require you to take an in-depth look at your ability to offer and sustain a new career pathway/course of study. Your focus will be the specific needs of your economic region based on data obtained from the Department of Workforce Services, Labor Market Information (LMI), Internet search engines, and other sources. Economic Modeling Specialists International (EMSI) is now an Arkansas workforce partner and will, in subsequent years, become our primary resource for economic data. You must form a partnership of area stakeholders, i.e., university & community college, business & industry, economic development, chamber of commerce, local school administration, parents, students and other stakeholders to provide perspective and input into the completion of this application. It is vitally important to create partnerships within your community to construct and maintain strong CTE career pathways and to enable students to participate in CTE courses that prepare them to be both college and career ready.

In the following application, you will lay out a detailed rationale for offering a specific career pathway/course of study and provide justification through documentation provided in charts, graphs, and required attachments that speak to the articulated career pathway.

Occupational program applications must complete all sections. Foundation program applications **DO NOT** complete **Section G**.

### A. STATEMENT OF ASSURANCE (Occupational and Foundation)

\_\_\_\_\_ LEA commits to the Arkansas Department of Career Education (ACE), as evidenced by the signature below, the following assurances:

- All ACE guidelines, as outlined in the most recent *ACE Program Policies and Procedures Manual*, will be followed.
- Student enrollment data is accurate as of the date of the proposal.
- All equipment will meet at the least minimum start-up equipment standards of ACE.
- Faculty teaching proposed courses meet or will meet the license/certification/qualification requirements as outlined in the most recent *ACE Program Policies and Procedures Manual*.
- ACE guidelines for student organizations will be followed as outlined in the most recent *ACE Program Policies and Procedures Manual*.
- The ACE guidelines for advisory councils, as outlined in the most recent *ACE Program Policies and Procedures Manual*, will be followed.
- All information presented in this proposal is accurate.

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Superintendent

## B. PARTNERSHIPS

Strong collaborations between secondary and postsecondary education institutions, employers, industry, and other partners are essential to creating high-quality CTE programs. It is critical that you form a partnership of stakeholders for your school community. Ongoing relationships among education, business, and other community stakeholders are central to Program of Study design, implementation, and maintenance. List your partnership members, title, and industry or educational institution affiliation, and email address in **Appendix 2**. Three (3) letters of commitment from the partnership members should be included in **Appendix 3**.

## C. WORK-BASED LEARNING OPPORTUNITIES

Work-Based Learning (WBL) gives students the opportunity to learn a variety of skills by expanding the classroom into the workplace. Through work-based learning, students have the opportunity to see firsthand how classroom instruction connects to the world of work and to explore future career possibilities. Work-based learning introduces students to workplace expectations and responsibilities; helps them develop critical thinking and problem-solving skills; and allows them to make connections between classroom theory and actual job tasks.

Work-based learning is not a stand-alone class; rather, it is integrated into career and technical education courses and should be an integral component of any career pathway of study. Examples of work-based learning opportunities include guest speakers, career fairs, job shadowing, instructor externships, field trips, internship, apprenticeship, service learning, mentoring and Career Technical Student Organizations (CTSOs).

In **Table 1**, list all proposed work-based learning activities and the employer partner.

**Table 1 – Work-Based Learning/Partnership Opportunities**

Work-Based Learning/Partnership Activity	Employer Partner

Based upon the data reflected in the table above, describe in the text box below how you will incorporate a work-based learning model into your selected career pathway of study.

Summary of how work-based learning will be integrated into proposed career pathway:

## D. PHYSICAL FACILITIES

Describe the existing/planned physical facilities that will be provided for the proposed offering. State facility guidelines must be followed, including handicapped accessible per Americans with Disabilities Act (ADA) regulations.

The *Arkansas Department of Education School Facility Manual* is available at this website:

<http://arkansasfacilities.arkansas.gov/facilities/academic-facilities-manual>

ADA guidelines on accessibility are available at this Web site:

<http://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html#C>.

Indicate the size (square footage) of current or planned facility

Indicate whether the facilities have proper ventilation: heating, cooling and exhaust systems

Indicate whether the facilities have any safety issues within the classroom, lab or shop (including water requirements)

Indicate whether the facilities have the proper electrical/mechanical requirements (electrical outlets, required voltage, lighting)

Indicate whether the facilities are ADA compliant

Indicate whether the facilities and/or equipment will be shared and, if so, give justification for sharing

## E. STUDENT ENROLLMENT PROJECTIONS

### FIRST YEAR (\_\_\_\_\_ School Year)

#### FIRST SEMESTER

Period	Name of Course	Grades						
		7	8	9	10	11	12	TOTAL
<b>TOTALS</b>								

#### SECOND SEMESTER

Period	Name of Course	Grades						
		7	8	9	10	11	12	TOTAL
<b>TOTALS</b>								

### SECOND YEAR (\_\_\_\_\_ School Year)

#### FIRST SEMESTER

Period	Name of Course	Grades						
		7	8	9	10	11	12	TOTAL
<b>TOTALS</b>								

#### SECOND SEMESTER

Period	Name of Course	Grades						
		7	8	9	10	11	12	TOTAL
<b>TOTALS</b>								

## F. LABOR MARKET DEMAND

Justification for program selection **MUST** be based upon regional and/or state needs and priorities. Use Labor Market Information (LMI) data to provide current and relevant information indicating workforce demand for the requested career pathway. Arkansas LMI publications are available at the following website:

<http://www.discoverarkansas.net/>

1. In the search fields on the left side of the page, click on High Demand Targeted Jobs
2. Click – Local Workforce Investment Area
3. Click – Education Career Cluster
4. Choose – “Pathway(s)” of Interest
5. Download Excel File or Printer Friendly Version (include as **Appendix 4**)
6. Identify “in demand” occupations relating to the proposed pathway/program of study and the latest available annual employment data, total annual job openings, and median wage

### Labor Market Information

Using data from Discover Arkansas describe in the textbox below your regional and/or state needs and priorities based upon LMI data and the occupational forecast for your selected career pathway. Ongoing relationships among education, business, and other community stakeholders are central to your program of study (POS) design, implementation, and maintenance. Describe in your narrative how such linkages will be/were developed and maintained and list specific industries the pathway will serve.

Summary of regional needs and priorities:

## G. CAREER PATHWAY TRANSITION OPPORTUNITIES

In **Table 2**, list all postsecondary opportunities available within your region that support student continuation of your career pathway of study that align secondary and postsecondary courses that lead to an industry-recognized credential, technical certification, or an associate or baccalaureate degree. Also, indicate if articulated or concurrent credit opportunities exist for secondary students to earn concurrent or articulated credit by meeting the requirements of the course.

**Table 2 – Arkansas (*Your Pathway*) Career Pathways and Postsecondary Alignments with Arkansas and Regional Institutions**

Postsecondary Alignments for Proposed Career Pathway Program of Study			
Postsecondary Opportunities			
Program	Postsecondary Institution	Degree/Certificate	Articulated or Concurrent Agreement (Y or N)
<b>Arkansas</b>			
<b>Other State(s)</b>			

## H. KUDER DATA SUMMARY

Review the Arkansas Works College and Career Planning System (Kuder) Aggregate Reports from Interest Assessments and the Skills Confidence Assessments for grades 8-12. The Interest and Skills Confidence Reports rank, in order, the career clusters of interest and aptitude.

Summarize the Kuder Aggregate Data Report for grades 8-12. If the cluster program of study is not listed in the top 5 areas of interest or skills confidence to support the proposed program of study, what is the plan to increase student interest to justify the program for sustained participation? What activities or courses are planned to introduce students to this cluster pathway?

## I. AVAILABLE RESOURCES

In **Table 3** below, list available resources such as equipment, facilities, and curricula for this career pathway of study. (Type: E – Equipment; F – Facilities, C – Curricula)

**Table 3 – Available Resources for *Put Your Career Pathway of Study here.***

Qty	Type	Description

Estimated value of available resources \$\_\_\_\_\_

## J. REQUIRED DOCUMENTATION

Please attach the following required documents to the appropriate appendix listed below.

**Table 4 – Documentation Appendix**

Appendices:	
1	Education and training plans must be on file, electronic or hard copy, for all students from grades 8-12, updated annually which include post-secondary education and training plans. A letter from the school counselor, the explaining planning process used, must be included as documentation.
2	List partnership members, titles, affiliations, and email addresses
3	Letters of Commitment from partnership members (regional partners, local employers, or post-secondary institutions)—must submit three (3) letters
4	Discover Arkansas LMI High Demand Target Jobs printout
5	Kuder Aggregate Data Report (must cover multiple grades)

## K. APPENDICES

### *Appendix 1*

#### **Education and Training Plans (Letter from School Counselor)**



***Appendix 3***

**Letters of Commitment from Partnership Members (3 required)**

***Appendix 4***

**Discover Arkansas Labor Market Information (LMI)  
(High Demand Target Jobs)**

***Appendix 5***

**Kuder Aggregate Data Report**  
(must cover multiple grades)